

Entering Students with Developmental Needs by Subject, Institution and Sector

Credential-Seeking Entering Students at Public Postsecondary Institutions with Placement Data, Fall 2002 and Fall 2004

		2002				2004			
		Number	Percent with Developmental Needs in Math	Percent with Developmental Needs in Reading	Percent with Developmental Needs in English	Number	Percent with Developmental Needs in Math	Percent with Developmental Needs in Reading	Percent with Developmental Needs in English
Public Two-Year Sector	Kentucky Community and Technical College System	10,094	59.5%	39.2%	51.8%	8,833	74.9%	38.9%	48.9%
Public Four-Year Sector	Eastern Kentucky University	2,129	36.4%	20.1%	29.1%	2,499	35.8%	18.3%	27.9%
	Kentucky State University	270	76.3%	60.7%	74.8%	324	68.8%	51.9%	58.3%
	Morehead State University	1,357	47.3%	29.5%	39.5%	1,276	48.4%	29.9%	40.2%
	Murray State University	1,429	21.0%	15.9%	27.9%	1,365	21.4%	11.4%	13.7%
	Northern Kentucky University	1,695	44.8%	30.1%	40.1%	1,729	36.0%	26.5%	40.9%
	University of Kentucky	3,359	8.0%	5.5%	6.0%	3,608	5.9%	4.0%	3.8%
	University of Louisville	2,063	13.8%	7.6%	9.0%	2,088	12.1%	5.6%	7.2%
	Western Kentucky University	2,808	36.4%	24.4%	28.4%	2,883	39.2%	27.2%	31.8%
	Sector Total	15,110	28.2%	18.2%	24.0%	15,772	26.9%	16.9%	22.2%
Total		25,204	40.7%	26.6%	35.1%	24,605	44.1%	24.8%	31.7%

Note: Table includes all entering students, including adult and out-of-state students. Students have developmental needs if they scored 17 or lower on an ACT subject exam or the equivalent level on the SAT or an on-campus placement exam.

